

1.913
F3T25

10,000,000 Youth

1946

Let's help them plan

THEIR FUTURE

A Report
of the Activities of the
National Advisory Group
on 4-H Postwar Programs



EXTENSION SERVICE
United States Department of Agriculture



MAR 12 1946

C O N T E N T S

	<u>Page</u>
Foreword	
Purpose of this Report	1
Membership of Committee	3
The 4-H Challenge Ahead	

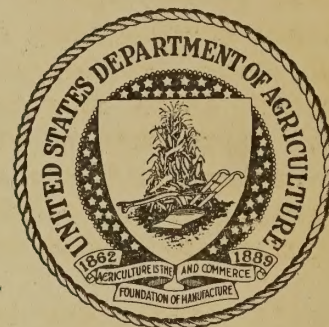
Program

Point	I. Developing Talents for Greater Use
"	II. Joining With Friends for Work, Fellowship
"	III. Learning to Live in a Changing World
"	IV. Choosing a Way To Earn a Living
"	V. Producing Food and Fiber for Home Market
"	VI. Creating Better Homes for Better Living
"	VII. Conserving Nature's Resources for Security and Happiness
"	VIII. Building Health for a Strong America
"	IX. Sharing Responsibilities for Community Improvement
"	X. Serving as Citizens in Maintaining World Peace

Organization Elements

Situation	
Professional and Voluntary Leadership	
Membership	
Appeals	
Teaching Methods	48
4-H Projects	51
Contests, Awards, and Recognition	52
Relationships	53

UNITED STATES
DEPARTMENT OF AGRICULTURE
LIBRARY



1.913
BOOK NUMBER F3T25
1946
Reserve
582086
U.S. 8-7871

FOREWORD

The world is placing increasing hope for lasting peace on the ideals embodied in the democratic design for living. Democracy, however, can grow and survive only if a rich education finds expression in the full development of each individual. Such an education must be based on the science of human relationships as well as on physical science and technology.

As a people grow strong in character, establish happy homes, find true enjoyment in their daily tasks, possess Christian attitudes toward their fellow men, and understand forces operating in the world about them, the Nation in which they live moves forward toward a higher standard of living. Such a nation can then exert a potent force for peace in the society of nations.

MAR 25 1946
4-H Club work has won an enviable record for itself during the past 31 years. The 10 million former 4-H members have enjoyed a privilege which we hope can soon be shared by all youth everywhere. The need for an expanded program is now sharply obvious. The problems ahead for all Americans need to be faced courageously and intelligently. Many of the issues break down into simple jobs, challenging youth throughout the Nation to take part and do something about them in their own homes, on their farms, and in their communities. These must be attacked with their heads and hearts in no less measure than with their hands and health. As they participate with the vigor characteristic of youth, they can acquire the knowledge, skills, attitudes, and judgments needed to provide leadership in the years ahead.

It remains for us, then, to point the way, providing wise counsel and sympathetic guidance so that through 4-H work, youth may have the opportunity to do their part as citizens in a changing world.

It is because this report embodies the new 10 guideposts for the building of even more significant 4-H Club programs consistent with our modern world, that I am happy to commend it for careful study and use. It is well to consider it as a charter for 4-H work in the years ahead.

I am sure each State leader will find it useful in further building and supervising richer, broader, and even more meaningful 4-H programs in every State.

M. L. Wilson

M. L. Wilson
Director of Extension Work

THE PURPOSE OF THIS REPORT

This report of the national advisory group on 4-H postwar programs seeks to chart the answer to four questions:

1. What shall be the direction of the 4-H program in the years ahead?
2. Toward what desirable goals should it work?
3. How can 4-H programs be developed to help young people solve some of the basic issues confronting them?
4. How can youth be mobilized to attack the problems of peace as effectively as they were mobilized through 4-H work to help win the war?

These questions, in essence, were presented to this advisory group in December 1944. The group was asked to suggest a pattern, showing how 4-H programs might be developed locally, consistent with the needs of youth and the problems facing them in the different States and counties.

The assignment was large and challenging. The group approached the task with enthusiasm and confidence growing out of their association with the successful operation of the 4-H program in the past as a significant part of the Cooperative Extension Service. This success served as a reminder that the program can be as dynamic in the years ahead as it has been effective in the past.

Answers to the questions before the advisory group were sought by analyzing some of the problems which the expert and specialist have said are ahead for the American people, and particularly rural people. They used such documents as the Report of the Committee on Postwar Agricultural Policy of the Land-Grant College Association, Report of the National Outlook Conference, Report of the White House Conference on Rural Education, Wartime Family Living, annual Extension reports, and delegates' discussion at the 1944 National 4-H Club Congress. The problems considered were farm income, family food supply, health, nutrition, rural education, tenure, housing, rural electrification, production adjustments, working, family living and recreation, conservation, rural public policy, and youth migration.

Each problem was analyzed in terms of the following questions:

- (a) What are the situations in which youth will find themselves and what are the major problems confronting them in the postwar world? What should youth know about the problems?

- (b) What specific opportunities do these situations and problems present to the 4-H program through which solutions may be sought for the individual boys and girls as well as for the community? What can youth do about it?
- (c) What adjustments need to be made in the 4-H Club organization in order that it can operate at maximum efficiency? What basic principles need to be more actively applied in order that more youth may remain active in 4-H Club work longer and reach more youth 15 to 21 through the 4-H program? How can we reach all youth?

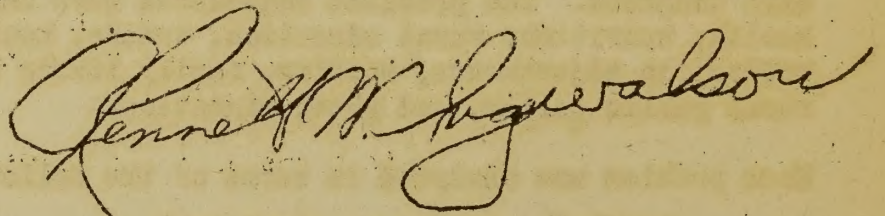
Two meetings were held and a great deal of conference by mail preceded the final presentation of this document.

This publication does not attempt to provide a complete or polished statement of all the varied problems ahead, or of the types of programs which young people are now carrying on in 4-H work, or to suggest all future kinds of programs that need to be developed. Rather, this report is intended to serve as an example of how large problems and situations confronting youth in the years ahead in the several States might be analyzed, types of goals that are desirable, and kinds of action that can be undertaken by them through 4-H work. The proposed deliberations of the committees gave rise to 10 new guideposts for 4-H programs. Each of these 10 guideposts is intended now to serve as a broad outline under which specific programs can be planned in each State and county.

In order to carry out any significant program in 4-H work, an efficient and effective organization is necessary. The second part of the report, therefore, presents suggestions by the advisory group regarding desirable organizational goals and supervisory standards.

Suggestions under each guidepost and organizational element will be found on the pages indicated in the table of contents.

The committee gratefully acknowledges the many suggestions given by the specialists in the Federal Extension Service, and the extension staff members in the several States.



Kenneth W. Ingwalsen, Chairman
National Advisory Group on Postwar Programs

MEMBERSHIP NATIONAL ADVISORY GROUP ON 4-H POSTWAR PROGRAMS

Members who served on invitation of H. W. Hochbaum, Chief, Division of Field Coordination, Extension Service, are:

<u>Name</u>		<u>State</u>	<u>Representing</u>
Mylo S. Downey	State Club Leader	Maryland	Extension Committee on 4-H Club Work
H. C. Seymour	" " "	Oregon	White House Conference on Rural Education
W. H. Palmer	" " "	Ohio	National Outlook Conference, Central States
Mrs. E. P. Barker	In Chg. Girls Club Work	Iowa	Central States
Pauline Bunting	Asst. State Club Leader	Montana	Western States
J. W. Whitehouse	State Club Leader	Kentucky	Southern States
Elaine E. Massey	State Girls Club Agent	Mississippi	"
Albert Hoefer	State Club Leader	New York	Eastern States
Marion E. Forbes	Asst. State Club Leader	Massachusetts	"
Tena Bishop (Alternate)	" " " "	"	"
J. B. Turpin	County Club Agent	New Jersey	County Work
Clara Oberg	" " "	Minnesota	" "
Gertrude L. Warren)		
Dr. Erwin H. Shinn)		
Ray A. Turner)		Federal Extension Service
Edward W. Aiton)		Washington, D. C.
Kenneth W. Ingwalson)		

THE 4-H CHALLENGE AHEAD*

Only a great people make a great nation, and truly tomorrow's world will need not only great leaders but great followers as well. Great in being equipped to farm our lands properly--work its mines--strengthen our homes--use our money--conserve our resources wisely. And great too in living with others--planning and sharing with others--building communities--guiding our policies toward higher achievements and social betterment for all mankind--and taking part in its fulfillment.

All other plans for the future depend on the wisdom of the leadership and understanding by the people. And before there is time for many improvements the great people of tomorrow will be those who are the youth today.

Such great people are made up of individuals--each with his own high aspirations and hopes of achievement--of importance--of security--of happiness. To prepare youth for their place in a more perfect American is the job of education.

The 4-H Club program proudly takes its place with others in helping to carry out the responsibility that education must assume. To serve rural America particularly--but looking to all youth eventually--is the double responsibility of 4-H work.

GUIDEPOSTS FOR 4-H CLUB PROGRAMS

To help prepare tomorrow's citizens, physically, mentally, and spiritually, 4-H Club work provides opportunities for voluntary participation in programs, built on needs and interests, through which youth are:

- I. DEVELOPING TALENTS FOR GREATER USEFULNESS.
- II. JOINING WITH FRIENDS FOR WORK, FUN, AND FELLOWSHIP.
- III. LEARNING TO LIVE IN A CHANGING WORLD.
- IV. CHOOSING A WAY TO EARN A LIVING.
- V. PRODUCING FOOD AND FIBER FOR HOME AND MARKET.
- VI. CREATING BETTER HOMES FOR BETTER LIVING.
- VII. CONSERVING NATURE'S RESOURCES FOR SECURITY AND HAPPINESS.
- VIII. BUILDING HEALTH FOR A STRONG AMERICA..
- IX. SHARING RESPONSIBILITIES FOR COMMUNITY IMPROVEMENT.
- X. SERVING AS CITIZENS IN MAINTAINING WORLD PEACE.

DEVELOPING TALENTS FOR GREATER USEFULNESS

The Situation

The need for competent, self-reliant, intelligent and useful citizens is a commonly accepted fact.

Fifty percent of rural youth leave the rural areas for urban employment. Public welfare demands that those coming to the city bring desirable attitudes, character traits and habits. Furthermore, public policy affecting agriculture is being increasingly influenced by those working in industry since today only 22 percent of the population is engaged in agriculture.

Those remaining in agriculture, however, must not only be equipped to live and earn a living on the farm but also give useful service to the community and provide leadership for worth while ideals, desirable causes and public policy. A great need for mature, well balanced personalities exists everywhere.

By providing opportunities for young people to become competent, to achieve and to acquire habits of work and thrift; by helping them become acquainted with research and experimentation; by encouraging them to tackle significant problems; and, by affording them opportunities to work, share and play with others, we can influence these young people to develop into desirable and mature personalities. Many young people do not appreciate the wide variety of opportunities open to them as future citizens.

The entire club program contributes to this end. Some phases need considerable strengthening in order that a well-rounded experience may be secured. We need to open doors to many avenues of experience and achievement.

TYPES OF GOALS

Helping youth acquire knowledge, judgment and attitudes regarding agriculture, homemaking and community life.

Strengthening the character traits of self-reliance, truth, self-control, respect and kindness for others; of cooperation, good sportsmanship and fair play.

KINDS OF ACTION

Include more "why" as well as "how" in the programs, and set up situations where judgment can be further developed and used. Provide challenging facts and action consistent with their ability.

Set up situations throughout the program which will tend to develop these traits to the fullest as an integral part of the program.

TYPES OF GOALS

KINDS OF ACTION

Preparing youth for leadership responsibilities through active participation now.

Provide for planning and execution of local programs with wide use of youth participation like committee work. Provide needed help at the right time so they will do well at the task.

Help young people assume definite responsibilities for leadership functions while assisting adult leadership.

Create attitudes of using talents for good of others as well as himself.

Assisting youth with self-improvement and personality development problems.

Include programs of self-improvement like courtesy, good grooming, getting along with people and extend demonstration programs.

Developing mechanical, constructional, creative and productive skills on a learn-by-doing basis.

Developing programs aimed at solving farm and home problems in field of Homemaking, Housing, Mechanical repair and maintenance, Production, etc.

Help youth develop a feeling of importance, usefulness and being needed.

Entire 4-H program should be concerned.

Help youth acquire experience in working with groups.

Provide for adequate officer training, committee work, etc.

Point II

JOINING WITH FRIENDS FOR WORK, FUN, AND FELLOWSHIP

The Situation

"Farm communities need to recognize that what they do, or fail to do, in making the locality socially satisfying to both youth and adults, will influence markedly the kind of agriculture and country life they will have in the years ahead. Adequate recreational facilities are a requirement of real importance, and cannot be safely neglected or indefinitely postponed."

The central theme of the organized club is work--a medium through which young people may acquire the skills, the knowledges, the judgments and attitudes needed to carry out a piece of work at home. A new dignity comes to the common task when each discovers its real value and finds a new way to do even a simple job better.

We need also to provide opportunities for all young people to plan together, work together, and play together in order to build a common bond of fellowship among them as citizens.

There exists in many rural communities inadequate facilities for wholesome expression of social desire by young people. In many areas changed attitude is needed toward community responsibility for providing opportunities for wholesome group activity by young people.

OBJECTIVE

Develop a full, well rounded program of work and rich recreation on a club and objective community ^{basis} as an integral part of the 4-H club program, which will dignify work and provide opportunities for fun and fellowship.

TYPES OF GOALS

KINDS OF ACTION

Trained recreational leaders.	Select and train leaders for recreation with as much care as is given to leaders of other phases of club work.
Enlarge 4-H camping program.	Encourage county and district camps as a part of regular club program. Improve camping facilities. Plan carefully the camp program so as to make it of the greatest educational value to the club members.
Encourage family recreation and leisure-time activities.	Provide suggestions for family recreation such as visits to State parks, fishing trips - nature hikes, music, reading, home games, handicraft.
Improve community social and recreational facilities.	Establish such community facilities as: forests as living memorials, recreation centers for all youth.
Include recreation in the yearly program for all clubs.	Assist in planning and provide specific suggestion on "how" to include a rich recreation program.
Dignify the importance of work, and help youth find fun and joy in daily tasks.	Provide ample opportunities for work and an adequate program of follow-up, with recognition for work well done.
Make recreation and fellowship a part of every meeting or event.	Help clubs plan for committees and leadership to carry out a good social program.
	Provide specific helps for adequate planning, in order that the recreation will fit the occasion, as well as the age of the groups.
	Each event should be educationally and socially beneficial as well as a source of relaxation.

LEARNING TO LIVE IN A CHANGING WORLD

The Situation: Examples

"A quarter million dairy farmers who formerly sold farm-separated cream and fed the skim milk to livestock are now selling fluid whole milk. This shift means an important war adjustment by the dairy industry and increased consumption by humans of the minerals, vitamins and protein in the skim milk. Whole milk sales are likely to continue high in the post-war period." (W.F.L. p. 14).

"Extension of the school lunch program has been suggested as one possible market for the tremendous production of our farms after the war. Agriculture will be able to produce about one-third more than in 1935-39 and markets are needed for this expansion. Government purchase of food and distribution in school lunch programs and to low-income families can help solve this problem, as well as provide better nutrition." (W.F.L., p.15) 1/

"Large-scale readjustments in agriculture are inevitable in the post-war period. They, too, will require skillful planning on the part of farmers and the wide use of technical information. This will be true not only with the growing of crops and livestock, but even more so in dealing with the complicated factors related to the marketing and distribution of the products which farmers have to sell. Undoubtedly, the agriculture of this Nation will have to make larger changes in the next few years than it has ever made in a comparable previous period." (L.G.C.C.P.A.P., p. 1) 2/

We are living in a world society, with the purchasing power, marketing systems and habits of other lands affecting everyone's well being. Physical space has been more or less conquered. There are still frontiers involving mental, spiritual and cultural values.

There are new magics in textiles, equipment - such fields as discoveries that can be made to work right in the home and on the farm for better living.

"These are Basic Economic Considerations

First, in a progressive economy the needed foods and fibers can be produced by a decreasing proportion of the total population.

Second, the farm population more than reproduces itself, while the urban population fails to maintain its own numbers.

Third, a period of economic depression not only interrupts but reverses the normal flow of population from the farm to the city.

Fourth, there is a constant tendency for advantages such as accrue from higher farm prices and farm incomes to be capitalized into higher farm land values rather than these advantages being used primarily for improving the standard of living." (L.G.C.C.P.A.P., p.4) 2/

...Policies to limit output must be reversed all along the line if we are to attain the high level of living which our resources can provide.

...Private enterprise involves the risk of loss as well as the possibility of gain. (L.G.C.C.P.A.P., p.5) 2/

Farmers' cooperative associations are particularly effective in improving the marketing of agricultural products and purchasing of farm supplies and services. As pace-setters in promoting efficiency, they benefit non-members, ^{as well as members} and in the long run a portion of the savings they achieve are passed on to consumers in the form of lower prices." (L.G.C.C.P.A.P., p. 21) 2/

TYPES OF GOALS

Provide youth participation in initial as well as other stages in community planning.

Devise ways of helping to meet changing conditions.

Help develop a spirit of tolerance. Develop a feeling of responsibility for and appreciation of spiritual and cultural values.

Keep youth informed on possible changes and adjustments in crop production, marketing and cultural practices.

Help youth understand the rapid strides of science and its contribution to modern well-being.

Keep youth acquainted with public policies affecting long-time welfare.

KINDS OF ACTION

Encourage representatives of 4-H youth on adult planning committees where problems of planning and adjustments are discussed.

Encourage local 4-H Clubs to have discussion on current topics prepared by Extension specialists, or from other agencies or presented by special speakers

Adjust 4-H programs to changing conditions.

Stress programs involving human relationships as well as economics.

Preparation of literature for use by 4-H members based on their interest and leading to an understanding of the implications to them.

Encourage youth to attend meeting where changes and adjustments are discussed and report back to local 4-H group.

Help youth understand the implications of current changes and developments.

Use results of research as soon as possible in 4-H program, and help youth see the connection between science and the programs they are engaged in.

Discussion on soil conservation laws, price policies, etc.

TYPES OF GOALS

Help to show how technical information can be sought and applied.

Help youth acquire skills needed in mechanical world.

Help youth understand different types of marketing and the factors influencing efficient marketing and maximum income.

KINDS OF ACTION

Include technical methods in 4-H program in simple and practical ways: Like serving as demonstrators for a new development.

Develop programs like tractor maintenance work and rural electrification.

Visits to markets in various types of outlets.

Help 4-H members understand how these factors influence their farm and home situation through discussion based on sound facts.

Point IV.

CHOOSING A WAY TO EARN A LIVING

This is one of the three basic decisions everyone must make. The first is What to be - vocation; second, with whom to be it - a life partner; three, Where to be - location. Often first choice of the occupation or location is not final. Studies show that it often takes 5 to 10 years of exploration before final choice of occupation is made. Young people can be assisted materially in making wise choices both directly and indirectly. The extent to which these choices are wise for each individual influences his or her happiness, as well as the general welfare.

The Situation

1. About 50 percent of farm youth must choose employment in other than agricultural occupations. Agriculture probably cannot profitably absorb every youth now on farms. This often means that on the average, if more than one boy is on the farm, the others will need to find opportunities off the farm.
2. We have always had a farm-to-city movement since colonial days.
 - (a) Farm birth rate is nearly twice that of urban areas.
3. Although the people of the United States were once predominantly engaged in agriculture, now only one-fifth of the population lives on farms.
 - (a) Increased efficiency in farming tends to make rural people available for other work.
 - (b) Technological process and services formerly done on farms is now performed in town and cities.
 - (c) New land has been taken up. "Go west young man" is now not feasible, although it may be in limited numbers again. We have few opportunities or need for further expansion of land for farming.

4. It is vital to maintain in agriculture a sufficient number of people efficient in farming.
5. We need to focus more attention on:

- (a) Economic reward in agriculture
- (b) Other aspects of rural living
- (c) Frontiers of science in home, farm and community.

In this way agriculture will be able to retain its share of ambitious and qualified young people, and help young people to make proper choices.

6. Many thousand young people will find good opportunities on the farm if they:

- (a) Have a real liking for farming and enjoy it.
- (b) Have some experience and necessary energy
- (c) Use modern methods
- (d) Put forth needed effort
- (e) Produce efficiently
- (f) Use good judgment
- (g) Use available private and public aid
- (h) Have right attitude toward learning.

The 4-H program can help young people at three different stages in their development at least.

Roughly these stages are as follows:

- I. Before definite choices are made and young people are in an exploratory frame of mind.
- II. During the period when they are approaching the point of decision.
- III. After they have decided to stay on the farm or in homemaking - somewhere between 15 and 21 years of age. We can help this group learn the most efficient ways of farming and homemaking and help them to get satisfactions from rural living. Experience in 4-H Club work should also be of the kind to help those who leave rural areas.

How the 4-H program lends itself to this approach may be illustrated as follows:

I. Before Definite Choices are Made

This period can be utilized to:

- (1) Accumulate knowledge
- (2) Create attitudes
- (3) Develop skills

over a wide range of subjects. The project, the meeting and the 4-H events can be particularly useful and may be effectively used.

Example A

Poultry Projects - Learn skill in Feeding
Management
Selection
Sanitary practices
Marketing

With it the member acquires: Knowledge such as:

- Information about poultry industry
- How to figure costs and income
- Facts on how birds grow and reproduce
- Hazards of farming
- How poultry can supplement the farm income
- How to meet market demands

Develop attitudes

- Do I like to work with growing and living things?
- Do I like to be tied down to the necessary routines of farming in general and poultry raising specifically?
- Do I want to breed poultry, become a broiler producing specialist or don't I want to be a poultryman at all?
- Do I prefer outdoor life to shop life?
- Appreciation of the fact that wealth comes from work.
- I like to be my own boss.
- Relation of scientific investigations to good practices.
- Give family members a chance to develop responsibility.

Deepen character traits

- Responsibility
- Dignity of work
- Thrift
- Kindness - gentleness
- Feeling of security.

Example B

Tractor Repair and Maintenance -
Develop skills like

- Use of tools
- Reading diagrams
- Operating machines
- Dexterity of hands

With it members

Acquire knowledge like:

- Costs of operation and maintenance
- Principles of carburetion and internal combustion
- Elements involved in the use of power

Attitudes toward

- Do I like to work with machines?
- Would I like to be a mechanic?
- Would I like to run a repair service?
- Can I use power on our farm to better advantage?
- Do I appreciate the skills needed by the engineer, mechanic, manufacturer, etc.?

Deepen Character traits like

Appreciation
Accuracy
Thrift and conservation, dependability

Example C

Clothing - Skill in selection
" in buymanship
" in construction
" in designing or styling
Creative ability
Dexterity

With it will come the accumulation of knowledge like

Importance of textile industry
Factors which make for desirable fabrics
Costs and values
Relationships to social well-being and to other industries

Develops attitudes toward question like

Do I like to make my own clothes?
Would I like to become a dressmaker? A costume designer?
A milliner? A tailor?
Would I like to establish a dressmaking or tailoring business?

With it will come deeper character traits like

Neatness, thrift, imagination, confidence, resourcefulness.
Other examples could be given, like home management, with general objectives to work outside of parents' home as household employee - later use information and skill in home of own.

Each project, therefore, serves as a guidance tool in the fields represented. How extensive it will be and, ^{thus} how useful is determined by -

- (a) Wide choice of projects available
- (b) Facilities to do a good job - the member has to do the job well enough to create good attitude and useful skill.
- (c) Opportunity for the boy or girl to have experience over a wide range of subjects and occupations while exploring.
- (d) Ease with which a boy or girl can have the benefits of the work.
- (e) Support of the parents.

II. When Approaching the Point of Decision - approximately between 15 and 21 years of age.

In addition to the accumulation of knowledge and development of skills, this age is particularly sensitive to the development of proper attitudes. Furthermore, much can be done to help in the development of judgment and a philosophy of life based on rich and varied experience. At this point, young people are interested in learning not only about the opportunities in farming and homemaking but also about opportunities and requirements in other fields. Girls should understand what rural

living means, understand what it takes to plan and operate the farm as well as the home business in order to answer for herself the question, "Will I be happy on a farm?" Short courses, tours, community institutes, career clinics, discussion sessions, factual and easily understood literature - all can be used advantageously. Programs should be geared to retaining those who will be most successful and happiest for farm life, and help those who cannot stay to find ways of preparing themselves for getting satisfactions elsewhere.

III. After Youth Have Decided to Stay on the Farm or Become Homemakers

At this point more specialized training in economical and efficient farm management can be intensified. Each club member builds his projects as large as conditions will permit. Larger projects. How to choose the right farm, Father and son partnerships, What will be my part as a farmer's wife (either farm laborer, tenant or owner), How to increase net family income, the study of marketing, Farm management, How to choose farm, How to finance a farm, How land is classified, as well as bringing newest researches to bear on the young farmer's or homemaker's work - will find fertile ground. Here too young people are interested in local government and policies affecting agriculture. Farm boys may find it desirable to work on a better farm as an apprentice. Farm business methods, labor-saving programs for the farm as well as the home can all be introduced. Here they need to learn to understand their community and how they can improve it in such matters as recreation, church and schools. They should be encouraged to learn how to earn the best kind of living from the land and get satisfactions from it.

Programs that encourage girls and boys to accumulate things needed to furnish a home, like furniture, or for operating a farm, like machinery and livestock, will be particularly helpful and can begin at a relatively early age.

Programs to help young people establish small businesses are in order at this age.

OBJECTIVES:

Guidance programs in 4-H Club work should

1. Provide services or programs that will contribute toward the enjoyment of a more satisfying rural life.
2. Aid young people to choose the lifework best for them and society.
3. Help young people become acquainted with the vocational and cultural opportunities and limitations of all occupations open to them and close at hand, including agriculture and home economics.
4. Give 4-H Club members the chance to become acquainted with worth while men and women.

TYPES OF GOALS

KINDS OF ACTION

To develop prestige and personal pride in agriculture and an appreciation of fine country living.

Through encouragement of better farming and homemaking methods.
By portraying the dignity of productive work and bringing more business-like methods to agriculture.
Have Club members read short description of men of science in agriculture.
By developing a fuller appreciation of the beauty and wonders of nature and rural life.

To realize that agriculture and country living lead to security.

Through programs that establish the rural home as a haven or comfort, resourcefulness, joy and inspiration, and to become a permanent part of the community.

Help communities establish and provide needed religious, educational and recreational facilities.

To develop a sympathetic, understanding attitude toward agriculture and country life on the part of those who move to or live in urban areas.

By arranging exchange meetings of rural and urban young people.

By continuing to encourage urban young people to work part time on farms during their vacations.

By maintaining sound programs of publicity that portray the true picture of rural life.

Encourage urban counseling and guidance agencies to provide city youth with sound information about agriculture. Cooperate directly with such agencies in this endeavor.

To help rural young people find their proper contributing place in society and help them to develop to fill this place.

Establish organized guidance programs that provide information on all possible vocations and cultures. Bulletins, circulars, radio all useful.

Truthfully represent the advantages and disadvantages of all vocations.

Provide situations and counsel that stress the responsibilities, training and experience needed to fill the various vocational opportunities.

TYPES OF GOALS

To acquaint 4-H members with the problems and opportunities in the agriculture of regions other than their own.

To help retain young people in their home community until they are well informed and ready to make a wise choice of life work.

Establish youth guidance and counseling as one of the specific and major activities of the 4-H program.

KINDS OF ACTION

Investigate the possibility of inter-regional exchange delegates of Older Club members to study and observe varied types of farming and rural living.

Continue and enlarge the benefits of such activities as National 4-H Club Congress, National 4-H Club Camp, and other inter-regional events.

Farm and home inspection trip in other regions.

By employing all possible devices to make the home and community attractive.

Extend the influence of 4-H Club work to more young people.

Develop 4-H programs of greater interest and for broader influence on the upper age bracket, 15-21 years; more big projects like father-son partnership ways to earn regular allowance by both boys and girls, supplemental enterprises with cash income.

Inform young people concerning the implications and likelihood of accepting urban employment at hourly wages if they leave rural areas.

Develop parent-youth understanding about mutual problems and solutions concerning farm and home operations.

Provide training for all professional extension personnel in the field of counseling, including use of sound, progressive techniques and necessary factual information especially county 4-H Club agents.

Cooperate and support all sound existing counseling agencies.

Train loyal volunteer leaders in such matters concerning counseling as they can properly handle.

Employ qualified personnel trainers in this field.

Employ such methods as guidance clinics, short courses, institutes as well as personal interview.

FARM TENURE

Directly related to and a part of this program is the whole question of Farm Tenure. The 4-H Club program should help club members understand:

The obligations and values of land ownership.

The opportunities in the status of farm laborer, tenant and owner for a good level of family living.

Good leasing agreements, legal instruments and wise use and services of credit.

To what extent the family income can be increased through part-time farming, and what satisfaction can be procured.

How the 4-H program can be brought to all young people.

The place of the home and the homemaker's part in the process of farm ownership.

GOALS

Furnish opportunities for older club members to understand the size and productivity of farm and equipments necessary to provide adequate income for the family.

KINDS OF ACTION

Secure capable leadership.

Make an analysis of own or another farm, considering the normal production income, production expenses and family living costs.

Discussion of such questions as:

- a. What is the family-type farm and should it be maintained?
- b. What type of farming do we want to engage in?
- c. What is the proper-sized business unit that will provide what I want?
- d. Where do we want to live?
- e. What living standards will we expect?
- f. How much can we afford to pay for such a farm?
- g. What capital should we have to begin with?
- h. What if we can't buy the farm now at the price we can afford to pay?
- i. What are the advantages of starting as a tenant?

Tours to study and observe good farm management practices in the area.

GOALS

KINDS OF ACTION

	Make an inventory of the equipment on own farms, with record of cost when new. Get information on second-hand value of such second-hand equipment.
	Keep farm and home records.
	Enlist the help of professional and semi-professional men and women in the community who have been successful. Have them discuss opportunities and the lack of them in these fields.
Help develop habits of thrift	Teach youth to think concretely in terms of a personally planned future.
a. Encouragement to accumulate a savings account.	Teach individual, family and farm uses of insurance.
b. Investing in life insurance or some savings program.	Teach business problems in farming.
Help 4-H Club girls to improve economic status of their families.	Teach use of time where it counts most.
	Using money where it counts most.
	Improve family health.
	Teach values of good cooking.
	Acting as a partner in the farm and home business.
Help young people understand how to buy.	Demonstrations on labels, brands, containers and values.
	Teach relative values of equipment bought for farm and home.
Teach youth	Discussion on credit.
a. Value of credit	Debates on credit
b. To investigate the sources of credit.	Discussions on personal factors of the borrower considered by the loan agency.
Assist members to start early to acquire property that will help them to become established in farming and homemaking.	Enlarge 4-H projects that will build up income or enterprise on farm and in home.
	Satisfactory father-son or land owner or operator partnership agreements.
Consider the opportunities for part-time farming, and help young people decide questions relative to it.	Discuss and observe examples of small farm operations.
	a. What kind of income must one be assured of from the regular job?
	b. How much will part-time farming supplement this income?

GOALS

KINDS OF ACTION

c. How to figure the amount one can afford to pay for a part-time farm

d. What advantages and disadvantages are there in part-time farming?

Develop projects that lend themselves to part-time farming like:

Rabbits

Backyard poultry

Berries

Goats

Bees

Specialized crops for the unusually capable

a. Dahlia

b. Or to make money through

Food preservation

Baking

Home industries (crafts)

Part time additional employment in agriculture
(Like custom machine work for older boys).

Point V.

PRODUCING FOOD AND FIBER FOR HOME AND MARKET

All farm young people should know the best ways of producing food and fibre. The simple realization that science can be made to work by them and applied by them even in small units can in self raise the status of farming as a worthy occupation in their estimation. As a method of teaching, the learn by doing principle inherent in the program since its beginning is now established as a basic method in all teaching.

And that learning to produce by best methods not only produces food in quantities but also helps train and prepare young people for an efficient agriculture has generally been accepted as one measure of 4-H work.

The food production record of 4-H Club members during the war was most impressive. Here was a demonstration of the potential productive power of youth. While the need for food was great, everyone responded with vigor. Now, this productive power needs to be directed toward:

1. Helping young people learn the best and most efficient skills and knowledge of production and marketing.
2. Help young people raise the total farm income.
3. Raising the nutritional level of farm people.
4. Provide a way for young people to earn an income of their own.

The Situation

INCOME: 33% of farms produced products that sold, traded or used by the family with a value of less than \$400.

65% of farms produced products that sold, traded or used by the family with a value of less than \$1,000.

8% of farms produced products that sold, traded or used by the family with a value of less than \$2,000.

In other words, 20 per cent of farms have large enough income making it possible to support the parents and one other member of the family continuously even if married (in other words a two-family farm).

A total of 30 per cent have large enough income to support the parents and pay a partial wage to one or more children. If the youth wants full wage, he must supplement from other sources or leave. If they marry, these farms cannot support two families. (A one-family farm; 50 per cent of the income is too small to provide a desirable standard of living to encourage youth to stay or return to the home farm.

LAND: Many farm families are living on poor soil and badly eroded soil. Many farms are too small to make a living just on the soil.

TENURE: Many leasing arrangements do not encourage the tenant to stay on a particular farm to improve it.

DIETS: Many farm families do not have adequate diets, therefore, children do not develop properly and maintain optimum health.

INCOME FOR YOUTH: Most farm youth do not have a regular allowance or wage or other form of income necessary to give them a feeling of importance in the family or pride and confidence with his or her friends.

FARM PRICES: Reasonable farm prices are important. However, more important is net farm income. This is influenced by:

- Efficient production (including quality products)
- Amount of home-produced food contributing to family living
- Amount and prices of items purchased (relation cost to price)
- Fixed costs (capital, taxes)
- Efficiency of marketing

and many other factors. Many "propping up" devices will be advocated from time to time to keep prices up. What do they mean? How sound are they?

SHIFTS IN PRODUCTION: Wartime needs have developed commodities which may be in competition with farm products produced with the usual practices. This will cause serious need for adjustments both in the kind of crops to produce but also the methods to be employed. Example: Cotton and rayon-nylon competition; peanuts expanded during the war. Some commodities may be produced beyond needs, and other enterprises may take their place. Wheat is an example.

What can young people do about this? What should they know about it? Or, what effect will problems like this have on youth?

RAISE FARM INCOME THROUGH 4-H WORK

OBJECTIVES:

1. Develop in young people an appreciation of farming as a way of living as well as a means of making a living.
2. Help young people see the values of an improved standard of living of farm families.
3. Help develop an appreciation of the contribution each member of the family makes to the total family income.
4. Help give young folks an appreciation of farming as a business.
5. Help train young folks in business methods.
6. Help young folks accumulate capital.
7. Help develop an appreciation of the need for basic education as a means of increasing family income.

GOALS

Contribute to the over-all family income.

- a. Through wise choice and conduct of 4-H Club projects and activities.
- b. Increase the income of 4-H Club members.
- c. Encourage larger projects.
- d. Encourage 4-H member to know the value of farm and home accounts.

Encourage the wise use of money.

Encourage the conservation of material resources.

KINDS OF ACTION

Study economic trends and encourage 4-H Club projects that fit both immediate and long-time outlook situations.

Analyze every 4-H Club project in light of sound economic farm and home management principles as well as their value as a guidance tool.

Develop programs like father-son, mother-daughter partnerships.

Encourage acceptance of sound practices of approved value.

Teach efficient marketing and processing of products by providing opportunity for study, cooperation and participation.

Develop long-time and current personal goals.

Keeping and analyzing personal accounts and records. Making and remaking one's own clothing and home furnishings.

Training in good buymanship including equipment and project material.

Teach principles of the productive use of credit.

Teach resourcefulness in the better use of what 4-H Club members have.

Teach an appreciation of soil fertility maintenance as the basis of successful farming and abundant living.

Make conservation a conscious part of all 4-H Club projects.

GOALS

KINDS OF ACTION

Cut farming and homemaking costs.

Encourage 4-H Club members to become efficiency conscious.

Teach 4-H Club members to take advantage of the results of scientific research.

Establish standards and devices for self-analysis in job efficiency.

Encourage work simplification and the use of labor-saving devices.

Employ training methods devised in JIT, JMT, and JRT.

Help 4-H Club members to secure a personal income.

Continue to emphasize the principle of member ownership of 4-H Club projects and resulting income.

Parental recognition of the need for regular cash allowances for personal use by young folks as a factor in contributing to a more satisfying farm family life.

Family partnership arrangements.

Regular wages.

Develop program of home industry.

Help 4-H Club members to supplement the family income.

Supplement rather than divide the sources from which the family income is derived by finding supplemental enterprises for young people to engage in.

Develop home industries with things for sale.

Help young people to learn to create things needed in the family, and thus save family expenditures.

Make clothes for themselves.

Make clothes for others in the family.

Remodel garments.

Make useful articles for better living.

Make home repairs.

Teach proper maintenance

Help young people understand importance of soil as a basic source of wealth.

Include good soil management with other 4-H program work.

EFFICIENT MARKETING

Knowing how to produce will not be enough to help farmers meet world competition in the years ahead. Laws of supply and demand have not worked freely during the war or depression, due to controls and use of various types of incentive payments. This, in turn, has affected the systems of marketing.

Young people need to know and understand marketing systems and what makes them work.

Often, incomes can be increased by standardization of products like the one-variety cotton plan, the improvement of grades like the egg-grading systems and the reduction of costs through cooperative buying and selling. Young people should - often do not - have a chance to take part in activities of this type.

OBJECTIVES:

Help young people understand the factors that make farm prices, and to understand the methods of marketing and distribution.

Help young people understand principles of efficient work.

Help young people become familiar with grades and standards for farm products produced in their communities and the importance of grading their own products to meet market demands.

Help young people understand regulations governing the grading, distribution and pricing of farm products.

GOALS

Study type of 4-H projects that should help members who live near markets to get increased income by marketing some of their products to better advantage.

KINDS OF ACTION

Encourage tie-up with established marketing agencies such as: Auction markets, farm retail markets and others. Examples: In one State they are now discussing the possibility and advisability of forming a 4-H marketing association that will be fostered by the adult auction market and affiliated with them but will have their own Board of Directors and handle their own ^{market} problems. Some such plan as this may offer an opportunity to many farm boys and girls to add dollars to the family income if the plan is developed under wise leadership.

Explore the possibilities of holding sales of other products than baby beef, steers, hogs, Perhaps at some such place as the State fair, State agricultural week or other big events feature an annual sale of some special graded products (or variety of products) grown or made by 4-H members and meeting certain minimum standards of quality could be held.

Examples:

- a. Sale of Jersey-Grown Sweet Potatoes
- b. Sale of graded Delaware 4-H Honey
- c. Sale of graded Maryland 4-H Turkeys
- d. Sale of graded Georgia Watermelons.
- e. Sale of graded. Ohio 4-H Bred Heifers.

In small districts throughout many of our States cooperative bazaars might be encouraged where members could sell food products, craft articles like aprons, and other specialties such as peach plum jelly, etc., especially at farmers' curb markets in urban centers. Help

GOALS

KINDS OF ACTION

develop sales of handicrafts and foods at fairs and roadside markets.

Explore the possibilities of more individual and cooperative roadstand markets. Sometimes it is difficult for an individual to conduct such a stand and keep it well supplied with a variety of good products. Where this is the case, a group of members might well consider pooling their efforts.

In certain sections the growing of trees to be cut for Christmas trees would, no doubt, result in substantial returns despite the competitions of cut trees from Canada and elsewhere. Such trees if planted when a boy or girl is 12 years of age, would commence to bear a harvest in the junior year of high school.

Encourage development in trade of certain native resources as for example:

- a. Ground pine planted for Christmas wreaths and garlands.
- b. Bittersweet planted for winter bouquets.
- c. Native trees and shrubs planted for sale to people who wish to improve home grounds. There are many very suitable trees and shrubs in the East which have been more or less overlooked for landscape use.

Development of special trade as Easter rabbits where member will offer complete set of rabbit hutch feed containers, rabbits and feed enough for the first two weeks. Other similar projects could be thought of including sale of home crafts.

Develop "appeal to the eye" small family packages which should be appreciated by many housewives.

Explore the possibilities of developing packages, and attractive cellophane bags with 4-H labels to be used by members in marketing products which they offer for sale. Example: In several States egg boxes have been designed and are more or less extensively used by 4-H poultry members.

Ask the National Committee on Boys and Girls Club Work to study the problem of packaging and evolve from time to time various items which may be suitable for expanding 4-H market projects.

GOALS

Investigate various types of cooperative purchasing projects which have been undertaken and see if this method can be made more effective and be given wider application.

Begin with educational campaign in which the advantages and disadvantages of cooperative buying are discussed.

Encourage more members to consider the purchase of larger quantities of certain necessary supplies such as poultry feed so that they may benefit by a quantity price.

Encourage use of established cooperatives by 4-H Club members in view of the savings which such cooperatives generally bring to patrons.

In some cases, it appears that considerable savings can be realized by the members joining together to do their own cooperative purchasing of seeds, plants, fertilizer, lime, dust, chicks, etc.

Study regular marketing systems used in the community, their characteristics, need and function, like: Cooperative, auction, terminal, wholesale, middlemen, etc.

Tours
Schools and short courses
Essays and reports
Follow commodities through market

SHIFTS IN PRODUCTION AND MARKETING

OBJECTIVE:

To provide an opportunity for older 4-H youth to learn the facts regarding probable changes, shifts and adjustments in production, marketing and other matters pertaining to rural living.

GOALS

Provide youth participation in initial community planning.

Devise ways of helping to meet changing conditions.

Keep youth informed on possible changes and adjustments in crop production, marketing and cultural practices.

KINDS OF ACTION

Encourage representatives of 4-H youth on adult planning committees where adjustment problems are discussed.

Encourage local 4-H Clubs to have discussion on information prepared by Extension specialists or other agencies or presented by special speakers.

Adjust 4-H projects to changing conditions.

Preparation of literature for use by 4-H members.

Encourage youth to attend meeting where changes and adjustments are discussed and report back to local 4-H group.

Help youth to understand the implications to them, to agriculture and to society as a whole.

CREATING BETTER HOMES FOR BETTER LIVING

4-H Club work has been characterized as a "back-to-the-home" movement. Now, more than ever, a "back-to-the-home" movement is needed. Through 4-H all young people could be mobilized to aggressively attack the problem of rural housing as a part of the entire extension program and help make "better homes for better living" come true for more people.

The Situation

"If an adolescent is not proud of his home, he will not ask his friends to it, no matter how devoted he may be to his parents. Naturally, parents can not make fundamental alterations in either themselves or their homes, merely to satisfy the whims of their children. They should, however, realize that boys and girls will not stay at home unless it is an attractive place. *** Being ashamed of one's home leads to serious maladjustment. *** Even though no serious cleavage between parent and child occurs, being ashamed of one's home is an agonizing experience."

Although large numbers of farm families have never been adequately housed, the war has delayed making the improvements and repairs that normally would have been made. However, even those homes which are adequate for shelter should be improved for adequate living and enjoyment.

In 1940, nearly one-third of the total number of rural houses were beyond repair, another third were in need of repairs and additions, and the remaining third were in good condition. Of those in good condition, about one-half could be improved to provide minimum facilities, convenience and enjoyment.

Farm people often might do more to improve their housing. If farm life is to be made as attractive as it can be for young people, they should have better homes to live in. Many simple and very extensive improvements can be made by young people, if the desire for betterment has been stimulated. And by making these themselves, they will develop a greater interest in their homes. Many farm boys need to learn some building skills. Rural families can be induced to learn how to plan homes to fit their own conditions.

Much of the home improvement can be done with inexpensive materials, often home produced. These savings will increase net farm income due to less cash outlay. How to help members properly use local, inexpensive material presents one of the many opportunities for teaching.

Large numbers of homes need running water and sewage disposal. Safe water and sanitation are needed on every farm.

More than one half of the farms are still without electricity. Those that do have it need to use it for better living and profitable productive uses.

Most homes could be improved and family morale lifted simply by cleaning up the yard, painting and repairing fences and buildings, and planting a few trees and shrubs. It is obvious that this program not only needs full parental support on the one hand, but actually can be the focal point around which family unity can be built. Home crafts can bring much beautification to the home and provide useful equipment for better living.

But, beyond the physical needs for shelter, sanitation, comfort, and beauty of the home is the spirit within the home that characterizes the finest in American family life. Thus, to help "create a home" through 4-H work, we need a spirit of cooperation - a will to work together. We need to develop further those traits of kindness, understanding, cheerfulness, reverence and brotherly love that can spring from good family relations. Young people can do much to bring good fellowship to family living, if we only show them how.

Efficient management of the home likewise is no less important than the other phases. Planning within the budget for maximum health and happiness, efficient use of time, and conservation of human resources are integral parts of creating a real home.

With the cessation of hostilities, a natural urge will direct the use of accumulated savings for home improvements. The 4-H program can help young people make a wise and significant contribution to this program.

OBJECTIVES:

1. To create a desire for an adequate home with attractive surroundings.
2. To help club members learn to know the basic essentials and desirable standards of an adequate home in keeping with family spiritual and physical needs and income.
3. To help club members to understand the importance of home improvements which insure safety, convenience, comfort, good physical and mental health, and economy.
4. To emphasize club projects that interest members in home improvement; members to help their families in planning, remodeling, and building, as well as the planting and care of the grounds.
5. To teach the skills and arts of good homemaking.

GOALS

Develop a phase of the club program so that youth can have an active part and participate in planning, establishing, and maintaining an adequate home.

Develop a program that will help develop the creative ability of young people and to train them in building skills.

KINDS OF ACTION

Continue 4-H home furnishing, home management, home improvement and child care programs, and home beautification programs, and expand money management program.

Develop a feeling of ownership - a place which is the club member's own - room, unit, or corner - a place which is his or her own, that he helps to equip or improve.

Promote family councils

Create new projects that develop interest in home designing and improvements. Examples: Handy-man project, painting, repairing, rebuilding, home planning, use of concrete. Returning veterans may want full or part-time employment in housing programs such as plumbing, electrical work, and landscaping. They may be used as leaders.

GOALS

KINDS OF ACTION

Help young people develop an appreciation of "Living at Home".

To obtain and use electricity for the home (when practicable) to add comfort and convenience to farm family living and for productive use in relation to income.

Help club members take an active part in providing sanitary facilities for the home, like running water, bath rooms, storage facilities.

Develop a sense of pride in attractive and suitable home surroundings.

Arouse community pride, and help young people appreciate the importance of good homes to good community life.

Utilize all the available resources of ideas and methods of home improvement.

Encourage 4-H members to do hand-refinishing, renovating, making-over.

Train club members in use of tools, lumber and materials.

Train in repair work.

Develop an appreciation of planning and designing a home in keeping with its essential activities. Example: Farm home in relation to its farm business - and the rural home in connection with acreage around it - perhaps outside employment, for instance, in a mining district, getting extra money from supplemental enterprises.

Develop discussion outlines for use by the 15 to 20 year olds to help them understand housing problems and youth's opportunity to help solve them.

Determine availability and cost of electric installation for the home and farm.

Plan where and how this will be used.

Know the best type of electrical wiring and equipment fitted to the needs and how to use it.

Learn how to care for all electrical equipment and how to repair simple electrical equipment under competent leadership.

This means programs that provide training in special skills like pipe-fitting, blueprint reading, construction, etc.

Continue and expand 4-H home grounds or home beautification projects.

Where the small home garden is a part of the home grounds, include it in the over-all planning of grounds.

Use native shrubs, trees, etc.

Club sponsor clean-up campaigns.

Development of community projects like tree planting, roadside improvement, community recreation centers and parks.

GOALS

KINDS OF ACTION

Provide a way for young people to help develop a home that will be a satisfaction and joy to the entire family.

Make homes a safe place to live.

Help young people to acquire and appreciate the essential skills and arts of homemaking.

Take part in community sponsored programs for improvement.

Encourage young people to assume responsibility in the strengthening of those civic and religious institutions of the community that stand for the best in home life.

Have 4-H meetings in homes.

Develop interesting projects like home management projects.

Include home safety as an integral activity of 4-H work based on removing hazards.

Provide a rich progressive program of home-making experiences based on their needs, problems and interests.

Develop programs aimed to help young people understand responsibility of establishing their own homes and family relationships.

Point VII.

CONSERVING NATURE'S RESOURCES FOR SECURITY AND HAPPINESS

The Situation

"This Nation presents the paradox that although in many ways it has come of age, its use of natural resources still is largely of the exploitive sort which served usefully when the country was young but can lead only to want and distress if long continued.

"For at least a generation now, we have seen increasingly frequent and extensive examples of areas blighted because the soil was depleted, the timber gone, water lacking, or resources put to unsuitable uses.

"If agriculture and its associated industries are to flourish soundly, both in the immediate post-war period and in the long-run future, it is urgently necessary to adopt progressive and truly effective measures to improve, protect, restore, utilize, and maintain the Nation's natural resources. The measures need to be in effect continuous, in good times as well as bad.

"The war has driven home the importance of this Nation's resources, making it unthinkable to allow wasteful use of them to continue. Conservation must take a firm hold on our moral sense - and even more important, we must act, and in a manner much more adequate than in the past. (L.G.C.C.P.A.P., p. 32) 2

"This Nation has plenty of forest land to provide for adequate forest supplies for the future. The crucial factors are the age and state of depletion of forest growing stocks. These have been adversely affected by destructive cutting, forest fires, insects, diseases, and indiscriminate grazing. Wartime demands have put a severe strain on our timber resources; they have not altered basic trends. Measures that will result in adequate future supplies of forest products, therefore, must be directed towards the prevention of further reduction of the forest capital or growing stock."

"In general the most effective way of bringing current growth into balance with timber drain involves better education, better cutting practices, better utilization of harvested timber, better protection of forests against fire and other destructive agents, improvement of farm land taxation, and better land classification and use."

"Farm woodlands represent an important and distinctive type of ownership with possibilities of contributing significantly to the total farm income, especially in the South and East. However, farm forestry programs of the past have been inadequate, as indicated by the generally low volumes of timber produced and the all too frequent poor condition of growing stocks."

"Measures looking toward the improvement of farm woodlands need to be widely adopted. In general they will include extended and intensified programs of research and extension in farm forestry; clearer recognition by land-grant colleges of the economic possibilities of farm forests; the control of grazing; a better understanding and definition of the responsibilities of various State agencies; and the organization of cooperative woodland management and marketing associations."

A change is taking place in the attitude of people towards conservation of natural resources. They see now more clearly the relationship between these resources and human welfare. This movement towards conservation can be speeded up through work with rural young people. It will involve their interest in and understanding of the conservation jobs confronting them and their capacity for carrying them out. (L.G.C.C.P.A.P., p.32) 2/

OBJECTIVES:

1. To help rural young people develop desirable attitudes toward the needs and importance of conserving and using wisely all our natural and human resources.
2. To teach the importance of soil, water, plant and wildlife conservation to present well being of the farm family and the Nation and the future well being of youth.
3. To provide a program for young people through which they can prevent soil, water, plant, wildlife wastage and deterioration by practicing such approved methods as abilities, needs and facilities permit.
4. To teach skills needed to plan, establish and maintain appropriate conservation practices.

GOALS

A 4-H Conservation plan with specific objectives and kinds of practices and projects youth may engage in for the county as well as for the individual boy and his parents, geared to solving some conservation problem.

Keep 4-H members informed on relationship of soil, water, plant, and wildlife to the well being of rural life and the Nation.

Improve farm woodlands

KINDS OF ACTION

Develop and extend state-wide plan for 4-H conservation work.

Plan programs in each county in cooperation with existing agencies concerned with conservation.

Encourage close cooperation between subject matter and all other individuals and organizations interested in the broad field of conservation and the 4-H Club department.

Plan program and literature emphasizing that conservation includes soil, water, plant, and wildlife and their relationship to the well being and happiness of the farm family and rural life for the present and youth's future. Provide opportunities for "doing" by youth.

Continue the encouragement of forestry, wildlife, bird and nature study, and farm management projects.

Encourage the further development of conservation camps - county and state.

Conduct tours to farms and ranches with established conservation practices being carried on.

Develop "4-H conservation demonstration days" in which 4-H members take part.

Develop parent partnership plans for specific conservation work on the farm as a part of farm planning.

Give public recognition through news stories and other media telling "what" and "how" conservation work was done.

Plan programs and literature involving relationship of soil to quality of feed and livestock production and human well being.

Make conservation practices insofar as possible a part of all major projects and include in regular literature.

Make use of movies and other visual aids available from several conservation agencies.

Develop tree-planting programs, as well as woodlot management in cooperation with parents.

GOALS

KINDS OF ACTION

Develop an appreciation of local resources.	Tours to mines, forests, lakes, silted streams, over-grazed pasture as well as to places showing other effects of erosion.
	Build farm fish ponds, etc.
	Include conservation work at local 4-H camps.
Train youth for leadership in future conservation work.	Have older members assist in planning county 4-H conservation program.
	Help them set up group activities.
	Provide opportunity for older 4-H members to take part in discussions, debates, talks and demonstrations on 4-H conservation work.
	Provide leader training material.
	Procure assistance of other qualified persons to bring their resources to use in the 4-H program.

Point VIII.

BUILDING HEALTH FOR A STRONG AMERICA*

Health work in 4-H is as old as the program itself. Because of the fourth "H", club work should be ready to move off on a larger and an even more significant effort in this important phase of youth work.

The Situation

Recent draft figures bring sharply to the front the whole question of the status of the health of the Nation. Although these figures need careful interpretation, yet they did point to a large number of youth suffering from mental illness, crippling defects, cardiovascular defects, eye defects, and hernia. Many defects were relatively minor but might become increasingly serious if untreated.

Four and one-half million youth, or 40 per cent of those examined, were not sound enough for war. How many are not fit enough for peace!

And the general statement that farming is much healthier than other occupations now may be seriously questioned when we realize that 41 per cent of the "rejects" come from rural areas.

One-fourth of the farm families are using diets that are not adequate to meet nutritional needs. Growing bodies, therefore, cannot develop properly.

Most health problems go beyond the individual, even though they affect him with great force. Good examples are malaria, tuberculosis, typhoid. Young people will want to do their share to combat these community health hazards.

While most rural youth get a lot of action in terms of work, purposeful type of recreation and exercise are badly needed. Stoop back, round shoulders, and flat chest, as well as improper development of internal organs, can be prevented or corrected with proper physical exercises. A large percentage of the causes of children's diseases are preventable or curable.

The war demonstrated the value of health, and medical science has developed many new techniques which should be utilized to help build a stronger America. Besides procuring fresh air and sunshine, getting enough proper food with correct eating habits, taking part in vigorous activity, and insuring adequate rest, 4-H members need to protect their health against accident. Eighty percent of deaths caused by accidents are preventable. These young people need to become safety conscious, know relationship of health to safety, know how to prevent accidents, and what to do in case an accident happens.

HEALTH AND SAFETY

OBJECTIVES:

1. To help young people gain an accurate understanding and keen appreciation of physical and mental health as a major personal and social value.
2. To help young people continue their growth and development in the direction of mature personalities and to help them direct their energies into constructive channels.
3. To provide a way for youth to become actively interested in the maintenance or improvement of personal and community health.
4. To help youth share in the responsibility for improving the health conditions in the home and community.
5. Develop in young people an appreciation of the importance of safety practices and employ them in all operations in the home, on the farm and in the community.

GOALS

To have every member participate in a personal health program.

KINDS OF ACTION

Develop health improvement program.

Continue to have a yearly physical examination in cooperation with public health agencies.

Recognize and eliminate, if possible, defects found.

Follow and keep a record of recommended health practices.

GOALS

KINDS OF ACTION

To have every member participate in the home and community health program through group activity of the local 4-H Club.

Sponsor some community health improvement activity.

Cooperate with other groups working for home and community health and safety.

Attack community health problems in cooperation with other agencies.

Help every 4-H member understand and do something about his own, family, or community safety.

To know the health and safety conditions of the farm, in the home, and in the community.

Include safety education as part of the regular club program.

Use such devices as check sheets to help youth survey and eliminate safety hazards.

Capitalize on such weeks as Fire Prevention, National Safety Week, Farm Clean-Up Week, and such days as Child Health Day in furthering the health and safety programs.

Help every boy and girl and his parents understand the need for good physical and mental health, how it can be attained and protected.

Develop discussion outlines for use by clubs.

Relate personal health to other project work.

4-H Clubs of United States sponsor some national health program, cancer, tuberculosis, etc., to benefit the entire community.

Gear local club activities to a national campaign as their part in the national health welfare.

Help youth develop a feeling of importance, usefulness, and being needed.

The entire club program has a responsibility toward this goal.

Help member feel socially secure.

Help youth face realities - failures, successes, achievements.

HUMAN NUTRITION AND FAMILY FOOD SUPPLY

OBJECTIVES:

1. To produce, conserve, and utilize increased amounts of food such as poultry, meats, eggs, milk, fruit and vegetables; to provide better diets at lower cost; and to contribute to better family health.
2. To learn the nutritional importance of an adequate supply of the Basic Seven Foods.

* From time to time a more complete report will be made by a special National 4-H Health Committee.

OBJECTIVES:

3. To acquire the knowledge and develop the skills essential to the production, conservation, and utilization of all foods.

GOALS

Have all youth appreciate the value of a well-balanced diet.

Help boys and girls practice the fundamental principles of good nutrition in relation to health.

Develop a desire for and help each youth acquire good health habits.

Provide an adequate supply of food the year round.

KINDS OF ACTION

Know the essentials of an adequate diet.

Analyze and determine the family's food needs on a yearly basis (Basic Seven).

Adjust food production projects in keeping with family needs, and with boy and girl appeals.

Conserve the essential nutrients in the preparation of food.

Include health work with all project work - boys as well as girls.

Continue projects in food preparation.
Develop more challenging appeals.

Expand the garden program to all farm families and to city families where feasible.
Make program simple.

Continue projects in food production.
Emphasize importance to family and national well being.

Develop and extend programs of canning, freezing, and storing.

Point IX.

SHARING RESPONSIBILITIES FOR COMMUNITY IMPROVEMENT

The Situation

"If other nations resort to highly centralized governmental controls over trade for the sake of furthering military and political ambitions, then our export opportunities will be limited. Hence, we have a vital interest in the forms of government established and the types of control adopted. The United States is in a position to exercise leadership in insuring that the world trade of the future is reasonably free, and should take every advantage of that opportunity." (L.G.C.C.P.A.P., p. 12). 2/

"What is required as a mechanism whereby farm people can state their needs in such a manner that the public will know this is the voice of agriculture; that it represents the consensus, its counsel is wise; its demands just and reasonable; its plans well thought out, workable and efficient.

"Each State needs to have an agricultural policy committee composed of leading farm men and women as well as representatives of the Land-Grant College and other agencies serving agriculture. Young leaders, both men and women, who will have a large share of the responsibility for carrying out farm programs, should be well represented on these committees.

"The State committees, working in close cooperation with their respective Land-Grant Colleges, need to take a good deal of initiative in postwar planning for agriculture and rural life, giving particular attention to those problems which require group and possibly governmental action.

"These conditions dictate need for a county-wide council which will represent the interests of all farm people. Members of such councils, selected on the basis of their ability to contribute to the development of agricultural programs, should include representatives of all farm organizations, agencies or groups, and should reflect the point of view of all important types of agriculture, geographic sections, and income levels found in the country." (L.G.C.C.P.A.P., p. 49-51). 2/

"Farm communities need to recognize that what they do, or fail to do, in making the locality socially satisfying to both youth and adults, will influence markedly the kind of agriculture they will have in the years ahead. Adequate recreational facilities are a requirement of real importance, and cannot be safely neglected or indefinitely postponed. (L.G.C.C.P.A.P., p. 47) 2/

"Clearly, not only do farm families need adequate incomes, but they also need to use their income wisely and to have available the facilities which make for good living. Many farms, however, are located in sparsely settled areas which are not adequately supplied with shopping center, good roads, libraries, medical facilities, schools, churches, and recreational facilities. (L.G.C.C.P.A.P., p. 41). 2/

"A nation's greatness cannot be measured entirely by its material resources, nor does the well-being of people depend alone upon the abundance of things they possess. Any plans for building a better agriculture must include provision for the full development of religious institutions that serve rural people.

"The church does more than encourage and facilitate group worship. It encourages people to believe they are individually important, that the community and church need them, and gives them the desire to live up to their highest possibilities. The church ties people to the community, giving men and women a feeling of happiness and satisfaction in what they are doing and where they are living. It invites townspeople and farmers to closer fellowship and to share in group efforts in behalf of those who live in the community. (L.G.C.C.P.A.P., p. 47). 2/

"In rural areas enrollment of boys in the last two years of high school dropped 15 per cent over the summer; enrollment of girls dropped about 6 per cent.

"Schools may expect that when the war ends and these young people are demobilized from the armed forces and war industry, many will want to pick up their education where they left off. This will be particularly true of boys who have seen active service. The schools must face the problem of working out adjustments in their normal program to make it attractive to the older students." (W.F.L., pp. 46-47) 1/

The value of homes is also directly related to the kind of community resources and facilities available.

"There is need also for educational opportunities other than those provided in regular school courses. In all communities the schools and extension service must offer training for adults as well as youth in vocational, family life, civic and cultural fields for the purpose of improving the social and economic life of rural people. Such a program can include class work, consultation services, library facilities, lectures, and an expanded use of education by radio." I.G.C.C.P.A.P., p. 42) 2/

OBJECTIVE:

To help 4-H youth obtain an intelligent understanding of the educational opportunities available and needed in his community and State.

To provide an opportunity for older 4-H youth to learn the facts regarding probable changes and adjustments in rural living.

To provide opportunity for youth to improve their own communities and to take part in normal community activities.

GOALS

Develop the present community 4-H recreation program so that it will more adequately satisfy the needs of the 4-H members. Encourage community 4-H Club members to help start and carry on a recreation program for the whole community.

Develop an appreciation of spiritual and character-building values in the 4-H program.

KINDS OF ACTION

Assist in establishing a recreation center in each community. A school building, a church, a lodge hall or other available place may be used. Build a year-round program including games, dramatics, reading, music, crafts, nature study. The type of recreation used should be suited to the age and development of the group.

Observance of Rural Life and 4-H Sunday in church. Vespers at camps and other meetings. Ceremonials with dignity and beautiful setting for the ideals of club work.

Teach appreciation of the Creator, as observed in nature in the open country.

High standards of 4-H Club project work also have a beneficial influence in character building.

GOALS

KINDS OF ACTION

Cooperate with churches in planning programs.

Encourage club members to participate in religious activities of their communities.

Encouraging church and Sunday School attendance, beautifying church grounds, performing special services for the church of their choice.

Provide youth participation in initial community planning.

Encourage representatives of 4-H youth on adult planning committees where adjustment problems are discussed.

4-H members made familiar with existing educational condition.

Gathering information locally, county, and State-wide.

Discussion of material prepared by Extension specialists and other agencies and/or presented by special speakers.

Cooperation with all constructive efforts affecting the educational facilities of the community.

Presentation and discussion of 4-H methods and their educational implications.

Aid in helping new local teachers to become active in community affairs and understand 4-H work.

4-H members made familiar with occupational opportunities, rural and urban.

Discussion and literature
Special speakers
Features at camp
Confer with educational leaders.
Develop programs in which both boys and girls get an income through work on farm or in home.

Bring the education values of 4-H Club work to all youth to supplement other educational programs.

Cooperate with county superintendents and school boards.

Help young people take their places in the normal constructive life of the community.

Develop programs in cooperation with farm and civic organizations.

Help bring good literature into homes.

Cooperate with rural library services.

Provide special events and programs to all youth in the community.

Local club might sponsor a "Career Clinic" or "Open Forum", etc.

SERVING AS CITIZENS IN MAINTAINING WORLD PEACE

The Situation

The desire, the need and the paramount importance of world peace is now too obvious to require much description. Youth today have the biggest stake in it. The atomic bomb has demonstrated, if nothing else has, that man must find a new, practical way of life in which he may live in harmony with his fellowman. Unless peace can be maintained, then, our recent victory was not enough.

The practical expression of this hope among nations is expressed through the charter for an international organization of the United Nations. This organization must be thoroughly understood by all.

However, before nations can live among one another, people everywhere must do so. Thus, 4-H Club work provides an opportunity to help young people live, work and play together, and thus learn to know democracy by living it at home and in the community.

OBJECTIVE:

Help young people appreciate and understand our American way of life, the world as a whole and provide opportunities for them to function as world citizens.

PRINCIPLES:

1. Participation in organized society affords the best training for future leadership.
2. Opportunities should be provided for youth to study and discuss matters of wide general social and economic significance.
3. More young folks should be prepared to help evolve better understanding between the various segments of society.
4. Older 4-H Club members can assume much more responsibility than is now being given them.
5. Older youth desire a voice in determining policies most of which will affect their own welfare.
6. Older rural youth should be provided an opportunity for larger participation in agricultural and other community organizations.

Examples of problems for discussion:

World Peace
World Trade
Compulsory Military Training
Bretton Woods
Dumbarton Oaks

GOALS

KINDS OF ACTION

Help youth understand people in other lands.

To acquaint 4-H members with the problems and opportunities in agriculture and cultural life in other countries.

Help youth understand the interdependence of urban and rural people.

Encourage all 4-H'ers to understand machinery for world organization, particularly those connected with agriculture.

Develop programs involving the family council table.

Organize clubs on a democratic basis, and help members understand and practice democratic procedure.

Provide discussion opportunities revolving around questions concerning world peace.

Through plays, pageants, music festivals introduce a study of foreign lands.

Utilize foreign students who are studying 4-H Club work in this country as resource people with our older members.

Have older 4-H'ers explain F.A.O. to city high school students.

Send delegates to forums and report back.

Send delegates to other countries.

Study economic forces at work in relation to their projects, homes, farms or communities.

Provide ample opportunity for committee work.

Stimulate young people to find out for themselves, and help them find out "why".

Develop plans for 4-H'ers to discuss F.A.O. Give opportunity for several 4-H'ers to discuss common problems with urban youth.

Have 4-H groups work on definite programs in which world understanding is involved like

a. Raising money for scholarships for youth of other lands to study here.

b. Provide food or clothing for needy in devastated countries.

4-H POSTWAR PROGRAMS - ORGANIZATION

LOCAL ORGANIZATION

The Situation

The local club is the operating unit. On it depends a large part of the success or failure of the whole 4-H program. Thousands of clubs are strong, long-lived, and an integral part of community life. In other cases it is simply a way of teaching a particular kind of subject matter, existing only as long as it is needed to complete a series of lessons.

Size of clubs has a wide range from five members to several hundred. Many clubs are without adult volunteer leaders. Large numbers are not rooted to the neighborhood or community. They often are influenced by school consolidation. Many meetings lack planning, vital programs, or sufficient member participation. Programs very often do not meet the interests and needs of the developing young people. Clubs often lack adequate local sponsorship. Many are seasonal and short-lived. Parents often are indifferent and uninformed. The 4-H name is universally recognized. How can we make it mean more to all youth between 10 and 20?

OBJECTIVES:

Have the type and number of county and community organizations that will provide opportunity and incentive for every boy and girl between 10 and 21 to be a 4-H Club member.

Have locally planned programs, based on needs of the community, the interests of the young people, with support of the parents. Recognize that 50 per cent will leave the community.

Have local leadership and sponsorship mobilized and organized to provide efficient continuous 4-H Clubs functioning in the community and county.

Have the kind of club that recognizes that it is:

1. A free educational system supplementing and paralleling all other educational forces like the school, and available to all young people between 10 and 21.
2. An autonomous, voluntary, character building organization belonging to the members and supplementing the home and church.

GOALS

Have a well organized 4-H Club in every community.

KINDS OF ACTION

Acquaint people of the community with the values and methods of 4-H Club organization.

Help club select a suitable name and plan a challenging year-round program.

Give the club necessary guidance to function successfully.

GOALS

KINDS OF ACTION

Build the 4-H program around the interest and needs of the young people and meeting some phase of a larger problem in the community as it relates to State, national, or world welfare. It should be broad and rich.

Help young people understand problems and the opportunity they have in doing something about it.

Have local leaders represented on county-wide planning organizations.

Form a strong county committee to develop and coordinate the work of 4-H Clubs.

Secure support of all community organizations.

Have a representative committee of those adults interested in furthering 4-H work.

Carefully select, train and recognize adult volunteer leadership for every club.

Maintain a strong leader training program.

Seek the best leadership the community affords.

Weld all 4-H Club leadership into a county-wide group to help plan and execute the programs and develop ways of training for their job.

Train club members in organizational responsibility.

Put it on the basis of citizenship training.

A 4-H Club should be a permanent neighborhood or community group, arising out of and be a part of it.

Follow the recognized organizational and functional procedures that are common to all club functioning, (ceremonies included) which will give dignity and a standing to the club in the community.

Provide many opportunities that have common appeals to all boys and girls.

Fairs, achievement days, discussion groups, service, social and recreational activities, ceremonies, community service projects, institutes, career clinics.

PROFESSIONAL AND VOLUNTARY LEADERSHIP

Examples of the Problem or Situation:

There are approximately 121,000 adult leaders, representing an increase each year. Ratio is one adult for every 13.5 members. 44,084 boys and girls reported as leaders. 27,061 are enrolled in a junior leader project. Turn-over of leaders continues as a problem.

All leaders have some skills and knowledge of agriculture or homemaking. They need training in making their present abilities effective in terms of young people and to refine their subject matter knowledge or acquire more.

Most county extension workers are primarily trained in agriculture and home economics. Many do not have an opportunity for professional improvement, particularly as it relates to some of the larger and basic issues affecting people in a world community. The kind of challenge facing young people in the years ahead will call for the best qualified, most highly trained professional workers who can bring all the resources available to bear on the problems of the young people, be they destined for farm or city life.

Studies show that leaders want and need training in:

1. Understanding aims and purposes of 4-H Club Work
2. Their own duties as local 4-H leader.
3. 4-H methods of teaching.

They want more help on understanding broad principles underlying successful work with youth, such as:

1. How to appeal to boys and girls.
2. How to teach subject matter
3. How to measure the progress of 4-H members.

OBJECTIVES:

1. Encourage qualified persons to consider 4-H Club work as a professional career.
2. The employment of adequate county and State extension personnel with training or experience in matters pertaining to youth organization, education and how to utilize voluntary leadership effectively.
3. In-service training for extension worker in (a) Principles of education, (b) Psychology, (c) Sociology, (d) Personal relationships, (e) Understanding of youth, (f) Methodology of working with youth.
4. To continue the local volunteer leadership principle in the 4-H Club program.

GOALS

KINDS OF ACTION

- | | |
|---|--|
| Have at least one qualified person in every county responsible for 4-H Club work. | Select, train and place qualified extension workers in every county. |
| Adult leadership for each club. | Obtain leaders with qualifications for working with youth and who have the respect and support of the community. |
| Secure leader first, organize club next or help club find leadership. | Train leaders to organize club. |
| Continue the development of leadership ability among 4-H Club members. | Have members serve as assistant to adult leader.
Utilize plans involving junior leadership. |

GOALS

KINDS OF ACTION

Provide adequate, well-planned leadership training programs.

Provide leader training to give leaders enough information and skills to give them confidence to carry on their part in the club program. Capitalize on the skill and knowledge they already have and give training in:

- a. Understanding aims and purposes of 4-H Club work.
- b. How to plan programs so that the local club is helping to solve some larger issue.
- c. Their duties as a local 4-H leader.
- d. Subject matter as it is needed by leaders to help young people solve their problems.
- e. 4-H methods of teaching.
- f. How to appeal to youth.
- g. Measuring the progress of 4-H members.

Provide adequate recognition for all leadership.

Bring adult local leaders actively into the planning stage of the 4-H program in the

- a. Community
- b. County
- c. Planning of state-wide programs.

Provide a definite plan recognizing on county, State and national level appointment, achievements, and years of service of 4-H leaders. Illustration: The recently adopted plan involving the 4-H award of silver, gold, pearl and diamond clovers.

Provide recognition for leaders by:

1. Recognizing appointments, training, achievement, and years of service. This may be done through:
 - a. Appreciation expressed by local people.
 - b. Tangible awards.
 - c. Seeking leaders' counsel as to local, county and State 4-H programs.
Representation on local committees, camp advisory groups, county and State 4-H Councils, and delegated trips to national 4-H events.
 - d. Always working with the local group through the local leader.
 - e. Showing leaders how members can get recognition.
 - f. Using the press and radio in appropriate manner.
 - g. Help leaders realize the satisfactions which come from working with youth.

MEMBERSHIP

Example of the Situation:

Membership has shown a steady growth since 1920. Nearly 10 million young people have had the benefit of the work since it became a part of the Extension Service program, thousands remaining for 9, 10, or 11 years, nearly 600,000 are 14 years of age or over. There are about 10,500,000 rural youth between 10 and 21 years of age. About 90 percent are statistically available for 4-H work. Perhaps another 10,000,000 urban youth could benefit by the work. Early hopes of 3,000,000 by 1943 through stimulus of the war program have not been realized. Approximately 43 per cent remain one year. Holding power seems to decrease significantly at 14 years of age. At present we reach through membership 21 per cent of the theoretically available at 10 years; 19.7 per cent at 11, etc., to 0.8 per cent at 20 years. Some counties reach as high as 85 per cent of total available while in some counties practically no work is done. 34.24 per cent re-enroll three years or longer. 4-H Club work reaches 574,286 youth of 14 years and over, not counting 4-H college Club members or leaders under 21 not classed as junior leaders. 41,153 young people took part in organized extension groups, other than 4-H. 47.2 per cent were 21 years and under, most of whom were also 4-H members.

What needs to be done:

- a. Assure growth?
- b. Hold members longer?
- c. Attract more 15- to 20-year-olds?

OBJECTIVES:

1. Give every boy and girl 10-21 years of age the opportunity to be a 4-H Club member on a voluntary basis.
2. Follow an aggressive program so geared to attract and hold increased membership in 4-H.
3. Continued membership growth, after maximum load has been attained by each agent, will depend upon increased personnel, finance, etc.

GOALS

An annual average enrollment increase of 15 per cent.
Nationally this means 3,200,000 members by 1950 and equivalent to reaching 33 per cent of all available at any given time.

Increase membership tenure, and per cent of re-enrollment.

KINDS OF ACTION

Study county and community membership potential.
Expanded program and membership will require more efficient leadership, ^{training} increased personnel and finances.

Use all means and devices possible for sustaining interest:

Do the best possible job with younger members.

Give older members more club responsibility.

GOALS

Increase average age.

Better parental understanding of entire 4-H program.

More publicity of general nature.

KINDS OF ACTION

Challenging projects and activities related to the larger problems facing youth.

Special social events

Encourage participation in young farmers and homemakers and adult groups, and other established community institutions.

Programs keyed to interests, abilities, and needs of 10-15 and 15-21 age groups.

Develop a 4-H program for 15-21.

Parental:

Help parents appreciate the values of 4-H Club work.

Procure parental consent and pledge of assistance for young people to undertake project and join the club, right from the start.

Help parents understand what is involved on the part of the member.

Provide a special folder on 4-H Club work and special letter to parents.

Have member plan to include parents in special club functions.

Get local leader and agent to make visits to homes of 4-H members.

Agent and local leader need to understand home conditions and facilities for carrying on projects by members. Special parents programs so they may see demonstrations by their members.

Publicity: Key publicity to the larger problems 4-H members are working on, and by so doing building men and women of tomorrow.

Word of mouth by county committee members, local leaders and older club members.

Establish good relationships with and understand other agencies working with youth.

Capitalize on opportunities offered by service clubs, grange meetings, P.T.A. meetings and others to explain 4-H Club work.

Continue and perfect national and State special 4-H events.

GOALS

KINDS OF ACTION

Use all publicity outlets.
Capitalize locally on all efforts of a national nature, like 4-H Club Congress, National 4-H Camp, National 4-H Achievement Week, National 4-H Week, to add prestige to 4-H Club work.

APPEALS

Wartime appeals have been based on the timely thesis, "Join a Club, Produce and Conserve, and Help Win the War." This has helped youth feel important in a major task. The job of solving post-war problems is no less important. In fact, we will have fought in vain if we do not build a permanent peace and extend our democratic way of living. But many of the tasks will not lend themselves as readily to the glamour associated with wartime jobs nor will we have the natural appeals that come with production projects while working on many post-war problems. How then can we bestir the imagination of youth to the importance of his job, what being a 4-H member will do for him, and what his responsibilities may be. The following statement may be useful as background to keep in mind while appealing to youth and motivating them.

OBJECTIVES:

1. Develop and maintain a broad, challenging 4-H Club program meeting the needs and interests of young people and related to large significant problems.
2. Inform adults and youth of the values of 4-H Club work.
3. Develop appreciation on the part of youth in participating with others of the same age in the program of an organization Nation-wide in scope.

GOALS

KINDS OF ACTION

Aid young people to understand how they are helping solve large national and international problems.
Continue to show the relationship of the part he is doing according to his best ability to the larger or more basic issues.
Help young people become conscious of the 4-H Club organization and pride in its extent.
Use stories of achievement, exhibits, etc.
Provide experiences of county, State and national educational trips.
Use inspiring ceremonials.

Provide opportunities for young people to meet, work and play together.

Have well organized club meeting program, including something educational, inspirational and recreational.

GOALS

Develop pride in work well done and development of skills.

Training in acceptance of and sharing responsibility - home and community.

Provide opportunities for wide acquaintances and broadened horizons.

Recognition of community life.

Provide opportunity for ownership.

Provide opportunities for earning money.

Emphasize the importance of living up to what is expected of one.

KINDS OF ACTION

Give opportunity for exhibits at fairs, contests, records, awards.

Use democratic procedures in club. Accomplishing the job assigned, or reach goals assumed.

Have many and varied events, meetings, trips etc., to provide contacts with boys and girls.

Opportunities for larger service.

Projects.

Projects
Group activity

Completion
Follow through on committee assignments.

TEACHING METHODS

An organized group under local leadership with individual as well as group projects has served as the teaching unit.

Questions:

Is the opportunity for the project at home fully utilized?

Can demonstrations be used more extensively at local meeting?

What principles should be considered in the preparation of bulletins?

How can we use 4-H events more effectively as teaching aids?

Should we look to special groupings or events to properly reach special interest, age, or problem groups?

Can camps, institutes, short courses, discussions, forums, and the like, be used to stimulate growth through problems not reducible to projects — like world trade?

Is there an opportunity to use special methods with youth who are not members of local 4-H Clubs?

OBJECTIVES:

1. To provide tools, techniques, and means which will result in the acquisition of knowledge, skills and desirable attitudes on the part of 4-H members, through informal, voluntary and self-motivating methods.
2. To motivate 4-H members to learn by doing.
3. To help young people acquire standards of value, develop a desirable philosophy of life, and learn to exercise good judgment.

GOALS AND TYPES OF ACTION:

- I. Emphasize the educational opportunities provided through 4-H programs:
 - a. Graduate the requirements for each 4-H project to fit the age level and experience situations of most members.
 - b. Gear the programs into the home, farm and community situations.
 - c. Re-align projects to coincide with interests of the member as well as the economic or social needs of the member, the community, State or nation.
 - d. Stress the family partnership values and opportunities of 4-H projects. Provide situations that create parent cooperation in all project work.
 - e. Seek and utilize all possible visual, audio, or mechanical aids for the use of leaders in project instruction work.
 - f. Scientifically examine and carefully prepare all printed literature and records. Aim at a readability level of 5th to 7th grade. Literature should be simple, direct, well illustrated and in large type, written consistent with the objectives of 4-H work in mind.
 - g. Projects should be so flexible as to be challenging at different stages in their development.
 - h. Young people should help in developing projects with parents and leaders.
- II. Organize and plan members' reports and members' record books as an aid in teaching:
 - a. Each member's book or report to carry questions which will indicate methods used by member in carrying out his program; also to point to those things which the member should have learned. Keep records and reports simple and purposeful.
- III. Encourage the use of special problems to evaluate Club project
 - a. Well planned exhibits
 - b. Plan exhibits as to teach something worth while in relation to large problems. Discuss placing and point out differences.
 - c. Use the judging of 4-H products as an educational experience for the member to develop standards and not just to select the best.
 - d. Emphasize the importance of clubs and members judging and evaluating their own work.
 - e. Train local leaders in methods of evaluating members' work.

IV. Continue to provide opportunity for self-expression, self-confidence and resourcefulness through 4-H demonstrations.

Encourage the use of short demonstrations at local meetings based on the experiences of the member. Stress the experience values of demonstrations.

Contests should be only a means toward an end.

Develop a more appealing name and appeals for members to give demonstrations.

Encourage presentations of demonstrations at community events and help spread the influence of 4-H work.

Prepare and distribute suggested ideas and props for demonstrators.

V. Keep 4-H members intelligently informed on broad social and economic issues.

Organize and provide opportunity for group discussions.

Members should be grouped on an age or experience basis for this.

Outlines and discussion aids like agree and disagree statements prepared by specialists and those competent to do so are helpful.

Encourage brief, current-event reports at meetings.

Provide opportunities for forums, institutes, talks or short courses that stimulate individual mental growth.

VI. Provide opportunity for members to participate in and enjoy broadening experiences.

a. Every 4-H member should have the opportunity to attend a well-organized camp once a year. All camps should meet accepted standards.

b. Stress importance of well-planned 4-H Club tours of 4-H Club project - one or two things of importance either on the project or club member's life, depending on nature of tour or field day.

c. Arrange for educational tours and trips on club, county, State and national basis.

d. Give special attention to experience that will inspire members to secure higher education.

VII. Stress the 4-H meeting as a continuing educational institution of the community.

Establish and maintain high standards for local meetings.

Expect high standards of performance by local leaders of high character having neighborhood respect and confidence.

VIII. Provide adequate and well organized training for local leaders to help them teach, guide, and counsel better, building on their existing abilities and talents and adapted to the needs of their program. Make it actually possible for leaders to get this training, for example, by a sponsoring group.

Encourage older 4-H boys and girls to assume responsibilities.

Keep parents informed of 4-H activities and objectives - have them in on planning from the start - have them pitch in and help.

- IX. Recognize that 4-H Club teaching methods and approaches are operating as one of several progressive educational programs in a community.
- a. Know the school teachers, administrators and supervisors, and boards of education.
 - b. Know the school's program.
 - c. Keep schools informed of the educational value of 4-H work.
 - d. Study membership in community.
 - e. Consider the functions of other youth groups.
 - f. Cooperate with other youth groups.
 - g. Examine and exchange literature and learn from their experiences.
 - h. Know other programs affecting youth.
 - i. Keep 4-H available to all youth regardless of other affiliation.
- X. Explore the wider use of short courses, institutes, clinics, the press and radio, as well as better bulletins and circulars, farm and home visits and counseling techniques.
- XI. Develop special groupings for special interests and ages, although studies show that the strongest local clubs have members throughout the entire age range.
- XII. Integrate the 4-H member into the broadened sphere of national and world influences which affect him.

4-H CLUB PROJECTS

A project in agriculture or homemaking is accepted as a sound method of teaching. The project is a proved method in 4-H Club work as a demonstration of how to show ways of improving farm and home practices with the use of practical scientific information. However, not all postwar problems can be met by projects we now have, nor should individual projects be considered as the only method of teaching through 4-H work. The group project has been demonstrated as having promise for further use.

OBJECTIVES:

1. To provide 4-H members with a well organized, tangible piece of work -- flexible in character, through which they may learn skills, knowledge, and practices in relation to agriculture and home economics.
2. To provide all youth opportunity for the development of knowledge, attitudes, and philosophy in relation to rural living, community service and world conditions.
3. To provide specific educational objectives which will bring about desirable changes in behavior on the part of 4-H Club members in relation to skills, knowledge, attitudes, practices or habits, interest, and philosophy for each piece of work undertaken.

Goals and Types of Action:

Develop a broad definition for and clear understanding of the place of projects in the 4-H Club post-war program.

Guide 4-H'ers in the development, planning and selection of projects which meet the needs, interest, experiences and opportunities of the different age groups of boys and girls.

- a. Analyze the present 4-H Club projects and adjust to meet the goals.
- b. Develop needed projects that are related to the post-war problems.
- c. Restrictions should be avoided in order that young people under varying circumstances of home conditions like income can have the privilege of 4-H work.

Provide group projects for 4-H Clubs - arising out of local conditions and needs and interests of 4-H members.

- a. Develop with the Club and select projects which will meet the interests and needs of the community.

Examples: School Lunch Program; Landscaping a School Yard; Cleaning, improving cemetery; Soil and Wildlife Conservation Programs.

Provide suitable projects for 4-H Club members to secure independent income to avoid the feeling of dependence.

Develop a broader concept of the term "project"

- a. Study scientific aspects (economic and social) of the Club project involved.
- b. Correlate the project with the needs and situations of the home, and the community, and the nation.
- c. Impress on 4-H member that a well "carried through" project or practice in 4-H Club work is in itself a demonstration. It can be broad in its cultural and practical aspects.
- d. Group projects developed by the membership can be utilized.

Note - If the usual concept of project does not lend itself to providing a way for youth to have a significant part in solving large post-war problems, other teaching devices may be needed.

CONTESTS, AWARDS, AND RECOGNITION

Examples of the Problem or Situation:

These devices continue to prove useful in the 4-H Club program. With more public interest in youth after the war, more support for 4-H work will be possible. Sometimes prizes are awarded which are out of proportion to effort. Sometimes a few people are honored to the exclusion of others equally as deserving. Some people, misunderstanding the purpose of contests in 4-H work, criticize us as not being educationally sound.

Questions:

Are we clear on the purpose, value, and use of contests?

What adjustments in our present contests need we make to fit them better for post-war programs?

How can these devices be more closely integrated into the regular club program?

Objectives:

1. To provide recognition for all work well done.
2. Utilize contests as a supplemental educational device for training young people.
3. To provide an incentive for establishing desirable standards attainable by young people themselves.
4. To vitalize worth while programs.
5. To stimulate interest in new programs and projects and thus help create a desire for worth while effort.
6. To develop an appreciation of others and their accomplishments.

GOALS

KINDS OF ACTION

Establish the idea that no one loses in a contest.

Recognize all participants.

Develop contests that will provide opportunity for:
a. Rendering judgments
b. Build desirable attitudes and interest.
c. Motivate learning
d. Develop skill

Develop contests that will support established 4-H programs or motivate desirable new programs.

Continue to analyze contests so as to meet post-war program needs.

Provide awards and recognitions commensurate with effort and achievement.

Continue to refine workable plans for rewarding effort and achievement in keeping with sound educational procedure according to best experience of their use through 4-H work.

Provide awards for group effort and accomplishment.

Awards for clubs reaching a certain standard of proficiency.

RELATIONSHIPS

Many groups, agencies, and organizations will concern themselves with youth programs after the war. As was true during the depression and the war period many of these may be destined to be short-lived; others may aggressively want to pre-empt the rural boys' and girls' time and interest.

4-H Club work traditionally supports the regularly established systems of education and character building programs. Farm organizations, the press, civic and service organizations have been unstinting in their support of 4-H Club work. Appropriating bodies, like county boards, the legislatures and the Congress likewise believe in the work and our opportunity for further service.

What should our basic policy be?

To what extent shall we be a service agency for others?

How can we best continue to help local people build the 4-H program with its own identity?

What should the relationship be between the 4-H program and the 20- to 30-age group beyond 4-H age?

How can we get fuller and more complete support of more people? Who? What?

Objectives:

Recognizing that 4-H Club work is one of the three coordinate parts of the Extension Service, some of the objectives of relationships with other branches of the service should be:

1. To continue to have the support and cooperation of all departments of the Extension Service in furthering the 4-H Club program to best serve the greatest number of young people.
2. To develop a sympathetic understanding of the activities of related organizations and institutions interested in programs involving youth and that 4-H work supplements the work of the church, the school and the home.
3. To encourage a more complete understanding of the interdependence of rural and urban people by all.
4. To develop the post-war plans in 4-H work so as to demonstrate the values of training received in 4-H Club work as valuable to their participation in other organizations and adult programs.
5. Keep 4-H Club work available to all youth between 10 and 21 without reservations.
6. Keep the work of the program before the public by all.

GOALS

Continue to consult with other departments of the Extension Service and college staff members in planning the 4-H program.

Continue to develop youth's part in the entire Extension program.

KINDS OF ACTION

Develop further working relationships within staff.

Actual youth participation in planning and carrying out a program and have someone representing youth interests in on all major undertakings.

Provide for State and county advisory groups of adults dealing with 4-H programs.

GOALS

Acquaint the public with the contributions of the 4-H Clubs to rural living.

Have 4-H members take active part in other community activities and identify themselves with other programs after they have left 4-H work.

KINDS OF ACTION

Utilize all desirable informational services

Make the best use of leaders, interested individuals, members, special events, etc.

Cooperate with other agencies who can help integrate the young people into adult life of the community, like the young farmers' or young homemakers' programs.

Key to References

1/ Wartime Family Living

2/ Report of the Land-Grant College Committee on Post-war Agricultural Policies.

